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On the whole, therefore, the author of *Practical Zoölogy* seems to have admirably realized his aim, to combine a general knowledge of animals and of zoölogical principles with a discussion of the relations of animals to man, in such a way as to interest the student.

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The Teaching of Handwriting. By FRANK N. FREEMAN. New York: Houghton Mifflin Co., 1914. Pp. vii+156. \$0.60.

Professor Freeman's book gives an admirable summary of what educational science knows or reasonably conjectures about the learning and teaching of handwriting. A noteworthy feature, too rare in books both on educational theory and on practice, is the scrupulous care exercised in showing where definitely established and verifiable facts end and opinion begins. The meagerness of exact knowledge in so important a skill as handwriting is indicated by the fact that in the sections on the physiology of writing and on the psychology of learning to write the author is compelled to draw so largely upon the general principles of voluntary control and the acquisition of skill rather than upon a special body of information concerning writing itself.

A clear analysis of the development of voluntary control and the attainment of skill and automaticity in writing co-ordinations is followed by a judicious discussion of hygienic requirements for posture, for the eyes, and for movement. In the section on the teaching of handwriting the value of good form for efficient action is emphasized in such matters as penholding and the position of the hand, wrist, arm, and body. On the learning process itself such recommendations as these occur: "Repetition must be accompanied by improvement to be of value. . . ." "Whenever practice is for the purpose of improvement, then, it must be carried on while the pupil is giving full attention to what he is doing." "There is evidence in support of the belief that, contrary to prevailing opinion, plateaus are not essential." "The pupil's achievement should chiefly be compared with his own past achievement rather than with that of others." "It is probably never advantageous, at least in the elementary school, to extend the practice period beyond twenty minutes." "Imitation of a person writing is better than imitation of a copy merely." General and specific physiological and psychological principles are brought to bear in very definite recommendations for writing in the primary, intermediate, and grammar grades.

For the measurement of progress in writing, in addition to such scales of general merit as those of Thorndike and Ayers, standards of speed and analytic scales for use in diagnosis and correction of defects in uniformity of slant, uniformity of alignment, quality of line, letter formations, and spacing are set up. The objective analysis of general merit into the elements on which it

rests furnishes the teacher of writing a useful instrument even though the scales are put forth as tentative merely.

The book is valuable to teachers, supervisors of writing, and students of education, not only for the positive information it gives, but also for the program of work which it suggests in order that our knowledge of the psychology and pedagogy of handwriting may be adequate.

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Types of Teaching. By LIDA B. EARHART. New York: Houghton Mifflin Co., 1915. Pp. xvi+277.

This volume is similar in scope to Strayer's *Teaching Process* and Charters' *Methods of Teaching*. Most of the chapters are devoted to discussions of the following types of teaching exercises or lessons: objective, inductive, deductive, appreciation, habit-forming, study, assignment, recitation, review, and socializing exercises. The first chapter (on subject-matter, its nature, development, and purposes) parallels Charters' discussion of Dewey's social point of view concerning subject-matter. The influence of Dewey and McMurry is evident in many places and the author graciously acknowledges her indebtedness in the preface.

The author very wisely refrains from introducing much technical psychology as the explanatory basis of her practical points. In this respect, the book is superior to several recent books which have unnecessarily introduced much useless, incomprehensible, and often invalid psychological discussion as the assumed justification for perfectly good educational theories and practices.

The author is eclectic in her treatment of all topics, furnishing a happy balance between progressive theory and the possibility of practical applications under present conditions in the better elementary schools. She is sympathetic, non-dogmatic, and objective in most discussions, and refrains from making her own opinions unpleasantly obtrusive.

The book is generally well unified in its larger organization and within its various parts. Each chapter expresses a few points clearly and adequately and with ample practical illustrations. If any exception were to be taken to the general organization, it would concern the duplication between (a) the discussions of reflective thinking (under the head of inductive and deductive lessons) and (b) the discussion of training to study. In the history of recent publications on methods of teaching, it is interesting to note the complications that have resulted from the efforts of writers to bring together the following topics: (a) the Herbartian formal steps, (b) the older psychological discussions of induction and deduction, (c) Dewey's masterly unified treatment of reflective thinking, and (d) training pupils in reflective studying. The product often consists of an inconsistent mixture of (a), (b), and (c), with a duplication of these three in a separate discussion of (d).